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DEVELOPMENT AND EFFECTIVENESS OF RHYME SONG MODULE TOWARDS SEVEN YEAR OLD CHILDREN'S SOUNDING AND SPELLING

YVONNE HEW JING PEI



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TOWARDS SEVEN YEAR OLD CHILDREN'S
SOUNDING AND SPELLING

YVONNE HEW JING PEI

DISSERTATION PRESENTED TO QUALIFY FOR A
MASTER'S DEGREE IN EDUCATION (EARLY CHILDHOOD EDUCATION)
(RESEARCH AND COURSEWORK MODE)

FACULTY OF HUMAN DEVELOPMENT
SULTAN IDRIS EDUCATION UNIVERSITY

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RECOGNITION

I would like to express my sincere gratitude to my supervisor Dr Zainiah bt Mohamed Isa, for her endless support, feedback and guidance throughout this study. My sincere thanks to the school and the participants. This research could be carried out smoothly with help from the teachers and cooperation from the participants. I should also thank my colleagues and friends at Sekolah Kebangsaan Lekir. I thank them for their support, encouragement and patience throughout this journey. My special thanks to my spouse Chew Jiun Hao for his support, understanding and patience throughout the process me completing the research. Last but not least I would like to thank my parents Hew Sing Hock and Ting Lee Lee. If it had not been for encouragement from them, i will not be able to complete this research in these trying times.



ABSTRACT

This study was aimed to develop and evaluate the Rhyme Song Module as an alternative approach for English teachers. The study also analyses the effectiveness of the Rhyme Song Module on the spelling and sounding achievement of seven years old children. This is applied research by using quantitative research based on the ADDIE instructional model, (i) Analysis; (ii) Design; (iii) Development; (iv) Implementation; and (v) Evaluation. Using a quantitative approach with quasi-experiment method, the results of the Pre-Test and Post-Test were analysed and summarized in the study. Convenient sampling was used to select the participants of the study where 50 students from Year One were chosen from a government funded primary school. The participants were divided into two groups which were the control group and treatment group with 25 students each. Data were analysed using descriptive and inferential analysis. The results obtained showed that the treatment group which the Rhyme Song Module was applied showed a significantly higher achievement in their spelling and sounding achievement. Results of the Independent T-test carried out showed a significance difference between the sounding Post-Test for both the treated and control group with sig (2-tailed) of Level 1=0.00, Level 2=0.00 and Level 3=0.00. The Independent T-test also showed a significance difference between the spelling Post-Test for both treated and control group with sig (2-tailed) of Level 1=0.00. Results of Level 2 and Level 3 shows no significant difference with sig (2-tailed) of Level 2=0.13 and Level 3=0.56. In conclusion, the Rhyme Song Module is proven effective in improving the spelling and sounding achievement of seven years old children. Overall, the implication of this research is able to provide a dimension of thought for other research and also teachers on the importance of music and the usage of nursery rhymes in language teaching.



PEMBANGUNAN DAN KEBERKESANAN MODUL RHYME SONG TERHADAP PENCAPAIAN MEMBACA DAN MENGEJA KANAK-KANAK TUJUH TAHUN

ABSTRAK

Kajian ini bertujuan untuk membangunkan dan menilai Modul Rhyme Song sebagai suatu pendekatan alternatif bagi guru Bahasa Inggeris. Kajian ini juga menganalisis keberkesanan Modul Rhyme Song terhadap pencapaian membaca dan mengeja murid berumur tujuh tahun. Kajian ini berbentuk penyelidikan gunaan dengan pendekatan penyelidikan kuantitatif berdasarkan reka bentuk pengajaran model ADDIE, iaitu (i) Analisis (Analysis); (ii) Reka Bentuk (Design); (iii) Pembangunan (Development); (iv) Pelaksanaan (Implementation); dan (v) Penilaian (Evaluation). Sebanyak 50 orang murid Tahun Satu dari sebuah sekolah rendah dipilih menggunakan persampelan mudah sebagai subjek kajian. Subjek kajian dibahagikan kepada dua kumpulan iaitu kumpulan kawalan dan kumpulan rawatan dengan masing-masing seramai 25 orang pelajar. Data dianalisis menggunakan analisis deskriptif dan inferens. Hasil yang diperoleh menunjukkan bahawa kumpulan yang diterapkan Modul Rhyme Song menunjukkan pencapaian yang jauh lebih tinggi dalam bacaan dan ejaan perkataan mereka. Keputusan ujian-t sampel tidak bersandar menunjukkan perbezaan yang signifikan untuk Ujian Pos membaca perkataan kumpulan rawatan dan kawalan dengan sig (2-tailed) *Level 1*=0.00, *Level 2*=0.00 and *Level 3*=0.00. Keputusan ujian-t sampel tidak bersandar untuk kemahiran mengeja juga menunjukkan perbezaan yang signifikan untuk Ujian Pos kumpulan rawatan dan kawalan dengan sig (2-tailed) *Level 1*=0.00. Keputusan *Level 2* and *Level 3* menunjukkan tiada perbezaan signifikan (2-tailed) dengan *Level 2*=0.13 dan *Level 3*=0.56. Kesimpulannya, Modul Rhyme Song terbukti berkesan dalam meningkatkan pencapaian membaca dan mengeja murid berumur tujuh tahun. Implikasi kajian ini adalah kajian ini dapat memberi sumbangan ilmu pengetahuan mengenai kepentingan muzik dan kegunaan lagu beritma dalam pembelajaran bahasa.



CONTENTS

	Page
RECOGNITION	ii
ABSTRACT	iii
ABSTRAK	iv
CONTENT	v
LIST OF TABLES	x
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER 1 INTRODUCTION	
1.1 Introduction	1
1.2 Research Background	4
1.2.1 Rhyme Songs to Learn English	4
1.2.2 Rhyme Songs for Sounding and Spelling Achievement	6
1.3 Problem Statement	8
1.4 Research Objective	11
1.5 Research Question	12
1.6 Research Hypothesis	12
1.7 Conceptual Framework	13
1.8 Limitation of Study	14
1.9 Importance of Research	15
1.9.1 Teachers	16



1.9.2	Students	17
1.10	Operational Definition	18
1.11	Summary	21

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	22
2.2	Gardner's Theory of Multiple Intelligence	23
2.2.1	Musical Intelligence of Gardner's Theory of Multiple Intelligence	24
2.3	Language Theories	27
2.3.1	Ehri's Four Phases of Reading	27
2.4	ADDIE in Developing Teaching Models	29
2.5	Rhyme Songs in Education	33
2.6	Phonemic Awareness for Sounding and Spelling Achievement	37
2.7	Sounding and Spelling of English as the Second Language in Young Children	39
2.8	Chapter Summary	40

CHAPTER 3 METHODOLOGY

3.1	Introduction	42
3.2	Research Design	43
3.2.1	Research Design for Rhyme Song Module	45
3.2.1.1	Analysis	46
3.2.1.2	Design	48
3.2.1.3	Development	49
3.2.1.4	Implementation	49
3.2.1.5	Evaluation	51
3.2.2	Research Design for the usability of Rhyme Songs Module	54

3.3	Research Variable	55
3.4	Research Population	56
3.5	Research Sampling	57
3.5.1	Expert	57
3.5.2	Teacher	58
3.5.3	Children	58
3.5.4	Research Context	60
3.6	Research Instrument	60
3.6.1	Need Analysis Survey Form	60
3.6.2	Validity Survey Form	61
3.6.3	Checklist of Spelling and Sounding Mastered by Young Learners	62
3.6.4	Spelling and Sounding Indicator	64
3.7	Method of Data Collection	65
3.8	Method of Data Analysis	66
3.8.1	Qualitative Data Analysis	66
3.8.2	Quantitative Data Analysis	66
3.8.2.1	Descriptive Analysis	66
3.8.2.2	Inferential Analysis	67
3.9	Ethical Consideration	68
3.10	Chapter Summary	68

CHAPTER 4 STUDY FINDINGS

4.1	Introduction	71
4.2	Analysis of Research Question 1: What is the level of spelling and sounding skills among the young children?	71
4.3	Analysis of Research Question 2: How to design the rhymes and	

	songs suitable to teach spelling and sounding skills to the young children?	75
4.4	Analysis of Research Question 3: How to develop a Rhyme Song Module for enhancing the spelling and sounding skills of the young children?	78
4.5	Analysis of Research Question 4: How to implement the developed Rhyme Song Module for enhancing the spelling and sounding skills among the young children?	83
4.6	Analysis of Research Question 5: What is the effectiveness of the Rhyme Song Module in enhancing the spelling and sounding skills among the young children?	86
4.6.1	Sounding	86
4.6.2	Spelling (Decoding)	94
4.7	Usability Analysis	102
4.8	Summary of the Findings	104

CHAPTER 5 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1	Summary of the Study	107
5.2	Discussion Related to Research Question 1	108
5.3	Discussion Related to Research Question 2	110
5.4	Discussions Related to Research Question 3	111
5.5	Discussions Related to Research Question 4	114
5.6	Discussions Related to Research Question 5	116
5.7	Conclusion	121
5.8	Limitations of Study	122
5.9	Significance and Implications of the Research	123
5.10	Suggestions for Future Research	125

REFERENCE	127
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LIST OF TABLES

Table No.		Page
3.1	ADDIE Instructional Design to Develop Framework for Rhyme Song Module	53
3.2	Demographic Gender Distribution	59
3.3	Word List in the National preschool Standard-Based Curriculum	62
3.4	Nursery Rhymes in the Rhyme Song Module	63
3.5	Checklist for Sounding	64
3.6	Checklist for Decoding	65
3.7	Mean Score Interpretation	67
3.8	Instrument and Analysis Method	70
4.1	Statistics of Pre-Test for Group A and Group B (Sounding)	73
4.2	Independent Samples Test between Group A and Group B for Pre-Test (Sounding)	73
4.3	Statistics of Pre-Test for Group A and Group B (Spelling)	74
4.4	Independent Samples Test between Group A and Group B for Pre-Test (Spelling)	75
4.5	Part B: Usage of Rhymes and Songs in the Classroom	76
4.6	Part C: Perception Towards the Usage of Rhymes and Songs in the Classroom	76
4.7	Part D: Knowledge on the Usage of Rhymes and Songs in the Classroom	77
4.8	Elements of the Conceptual Framework	80



4.9	Nursery Rhymes in the Rhyme Song Module	82
4.10	Independent Samples Test for Pilot Test Pre-Test and Post-Test of Sounding	84
4.11	Independent Samples Test for Pilot Test, Pre-Test and Post-Test of Spelling	85
4.12	Sounding Pre-Test and Post-Test Descriptive Statistics	87
4.13	Independent Samples Test for Sounding Pre-Test of Group A and B	88
4.14	Independent Samples Test for Sounding Post-test of Group A and B	88
4.15	Paired Samples Statistics for Group A (Sounding)	90
4.16	Paired Samples Test for Group A (Sounding)	90
4.17	Paired Samples Statistics for Group B (Sounding)	92
4.18	Paired Samples Test for Group B (Sounding)	92
4.19	Spelling Pre-Test and Post Test Descriptive Statistics	95
4.20	Independent Samples Test for Pre-Test of Group A and B (Spelling)	96
4.21	Independent Samples Test for Post-test of Group A and B (Spelling)	96
4.22	Paired Samples Statistics for Group A (Spelling)	98
4.23	Paired Samples Test for Group A (Spelling)	98
4.24	Paired Samples Statistics for Group B (Spelling)	100
4.25	Paired Samples test for Group A (Spelling)	100
4.26	Reliability Analysis of usability Questionnaire	103
4.27	Mean Score Analysis for the Items in Usability Questionnaire	103

LIST OF FIGURES

No. Figures	Page
1.1 The Conceptual Framework	13
2.1 Phases of the ADDIE Model	29
3.1 Research Flow Chart	43
3.2 ADDIE Model Flow Chart	46
3.3 Research Variables	56

LIST OF ABBREVIATIONS

ADDIE Analysis, Design, Develop, Implement, Evaluate

SPSS *Statistical Packages for The Social Science*



APPENDIX LIST

- A Need Analysis Survey Form
- B Need Analysis Validation Form
- C Rhyme Song Module and Checklist Instrument Validation Form
- D Rhyme Songs Module
- E Child Assent Form
- F Approval Letter to Conduct Research



CHAPTER 1

INTRODUCTION

In Malaysia, early childhood education is given for children up to six years old. This form of education is funded by several government agencies and non-governmental organizations. However, it is optional as it is not a part of the compulsory Malaysian education system. Some of the non-profit government owned early education programs mostly located in the rural areas are more focused on socioemotional growth and focuses less on academic achievements.

On the opposite, the private and paid for by parents' preschools located in the city areas place a larger significance on academics. The private preschools' operators are allowed freedom to decide the curriculum and the method of instructions to be used in the preschool. There are no specified curriculum guidelines for children below the



age of four even though the Ministry of Education provides guidelines and instructions as a foundation for the curriculum of four to six-year-olds.

English is spoken and facilitated as a second language in nations which were ex-colonies of the United Kingdom or the United States. These nations include Malaysia, India, Philippines and Nigeria (Thirusanku & Melor, 2012). Darmi, Ramiza & Albion, Peter, (2013) stated that Malaysian learners may be exposed to the English language, but it is crucial for them to actually make use of the English language in communicating to further progress their language proficiency.

English is the second language of many people in Malaysia. Children are taught English early since in preschools. According to Shehadeh and Farrah (2016), the purpose of teaching children English in preschools is to build up their confidence level to study English. The focus of learning English in preschools is to learn pronunciation, in which the sounding and spelling that matters.

However, since most children will be learning English for the first time, it may be difficult for them. English has always been taught in a conservative way in schools, where teaching aids are rarely being used. However, the awareness of using teaching aids to enhance the language intelligence has been increasing now (Shehadeh and Farrah, 2016). Yet, due to a limited resources that are available in schools, many teachers frequently use flashcards and posters to teach English in classes. Shehadeh and Farrah (2016) added that there are not many teachers who included listening and speaking activities as the teaching aids to learn English.



Here, the teachers play an important role to keep the students motivated and interested to engage to learn new language. It is the teachers' responsibility to make sure that their students can pronounce, spell, and make sound of the words properly. They should develop different techniques and strategies to make sure the English lessons are effective, and students able to understand the lesson easily. While teaching methods, should be creative, the innovation of technology can be very useful in teaching. Since nowadays technology has developed rapidly, the teaching demand also has been changed. As Alefeshat (2019) mentioned that using songs and music can be very effective when learning language especially among the young learners. Hence, teachers should wisely use technology to present the music and songs as one of the teaching aids to teach English language to their students.

Chapter one has the purpose to give an overview on the background of the study, on which the researcher will relates rhyme songs, and their effectiveness to enhance the spelling and sounding achievement of young learners. The focus of research problem, its objectives and research questions, conceptual framework, limitations of research, as well as operational definition for the key terms used in this research also will be reviewed.



1.2 Background of Research

1.2.1 Rhyme Songs to Learn English

The National Preschool Standard-Based Curriculum (2017 Revision) lists Multiple Intelligences as an essential theory as it is closely interconnected with the world of education. It states that every pupil's method of thinking, answering and learning is unique and varies from one another because each of them has multiple intelligences. In the National Preschool Standard-Based Curriculum (2017 Revision), the first two content standard for the learning and grasping of English language are focused on the listening and reciting of poems, rhymes, and songs. The acquisition of listening to sound and phonics are based on rhymes and songs before any reading and writing skills were introduced.

Major current research by (Hallam, 2010) also clearly shows that music is an important aspect in helping children learn a language and is also essential to learning in all other fields. Meanwhile, Lee & Lin (2015) in their research discovered that music and music education holds a deciding role in helping children master a second language such as English. Brandt, Gebrian & Slevc (2012) stated that music is recognized as a universal trait of human awareness, and it is said that every healthy human is naturally equipped with the capability to appreciate and enjoy music. Music training enhances brain functions and structures (Herholz & Zatorre, 2012) including language processing (Schlaug, Marchina, & Norton, 2009).





On the other hand, rhymes are a repetition of similar and close sounding words which occurs in poems or songs at the end of lines. Rhymes are tools that bring rhythm or musicality to poems by using repeating patterns. By hearing and using rhyme, rhythm and repetition, it assists children in developing early literacy skills. Rhymes are useful way of learning for children and adults. There is a plethora of cultures around the world who uses nursery rhymes in their daily lives to calm down, entertain, and educate their young children. Often, the first steps for children to learn a language is through simple and repetitive songs. The rhyming and rhythmic anatomy of these songs help infants, children and adults to remember and store words.

According to the Lozanov (1978), the use of classical instrumental music can help the listener to be in a relaxed state of mind, in which it enables the brain receptive to inputs and activates the subconsciousness. Meanwhile, Shehadeh and Farrah (2016) found that listening to songs can be very beneficial when one wants to learn language. Songs can help to increase lexical, phonological, grammatical, as well as sociolinguistic and cultural competencies without taking into matter about the teaching approach of teachers. Alefeshat (2019) add that the skills of individual can be enhanced a lot while listening to songs. The skills include reading and writing, speaking, and listening, rhythm, pronunciation, as well as grammar and vocabulary. Bokiev et al (2018) also mentioned that using songs while teaching can be an interesting activity and help to attract the students to engage more in the class since songs can create an enjoyable atmosphere in the classroom.

Through songs, the young learners will be able to learn sounding and spelling of English words in a correct way. Plus, since songs and music are highly memorable,





students can enrich their vocabulary as well as memorizing the speech patterns and sounds (Alefeshat, 2019). Shehadeh and Farrah (2016) mentioned that rhyme and songs able to enhance the students' abilities on the development of auditory discrimination skills including the sounds of letter, pronunciation of words, as well as syllabification. Barrett et al. (2019) adds that music and songs help to build the concept of reality for children. Music and songs have the ability to attract children's attention in class, hence help the teachers to convert the students' energy and enthusiasm into meaningful learning experiences.

1.2.2 Rhymes Songs for Sounding and Spelling Achievement



Most children are successful in acquiring the skills to discern and understanding language as well as speaking and communicating with the language despite the complexity of language. However, there is still a worrying number of two-year-old children who are delayed in various important aspects of language acquisition such as correct articulation, grammar and vocabulary. Half of them managed to catch up with this hold up by around three years of age. Although roughly seven percent of an age group without any evident primary dysfunctions continue to face challenges to master their native language (Sallat & Jentschke, 2015).

McArthur et al (2018) found that reading fluidity in poor readers can be enhanced with phonics training. Phonic training was able to improve irregular word reading accuracy, mixed/regular word reading fluency, and non-word recognition. The acquirement of letter-sound knowledge, mixed/regular word reading accuracy, non-





word reading accuracy, reading comprehension, spelling, and phonological output might also improve.

Research indicates that phonemic and grapho-phonemic awareness is the main aspect that is a barrier for struggling readers and spellers (Pressley, 2006). Al Otaiba, Kosanovich, & Torgesen (2012) states that phonics instruction that includes letter-sound recognition with blending, rhyming and separating words into onset-rime, together with constant exercises in spelling the sounds in words is the most effective reading interventions. Nelson (2017) also stated that to draw children's attention to orthographic patterns in order to promote stronger sight words for reading, children should be educated on phonic knowledge. Despite the lack of effective instruction, some children will still learn how to pronounce the English language in a whole-language classroom. But without clear and systematic phonics instruction, most children will not master the skill of sounding and spelling properly.

Rhyme songs can be as an effective teaching method to develop many other skills such as reading, writing, speaking and listening, rhythm, grammar, as well as vocabulary (Shehadeh and Farrah, 2016). However, the focus of this study will be the achievement of sounding and spelling skills among the young children aged seven years old.

Sounding and spelling can be said as the pronunciation skill. According to Gilakjani (2012), pronunciation refers to the set of habits to produce sounds. The habit can be acquired by repeating the sound multiple times, as well as being corrected when it is pronounced incorrectly. Meanwhile Alefeshat (2019) mentioned pronunciation as



the production of sounds that are spoken by an individual to offer specific meaning, in which it includes the elements of segments, super segmental aspects, as well as voice quality. Segments refer to the specific sounds of a certain language, while super segmental aspects include the forms of speech beyond the sounds of an individual, and the voice quality refer to the way and individual projected his or her voice.

The main purpose of correct sounding is to make sure the other speakers can easily understand the language when people communicate (Alefeshat, 2019). Hence, it is important for the children to learn how to spell and make a proper sound with the English words they learn, so that they will be able to communicate in English properly, and confidently. Communicate in English will not be a problem if the learners can pronounce the word correctly (Gilakjani, 2012).

1.3 Problem Statement

The main problem of young children in spelling and sounding of an English language is because the language is a foreign language for the children in Malaysia. Hence, it can be very difficult for the young learners to pronounce the English word properly since it will be their first time learning it. Teaching the English language properly to the children will requires many techniques and methods, and it can be very challenging to the teachers,

Research done by Mardziah, Mariani, Damaety & Chee (2017) showed that most teaching approaches used by preschool teachers are teacher-centred and are not



giving the students opportunities to explore. This research also revealed that by using teacher-centred approach, teachers can control students' behaviour better in the classroom. This may be the reason why teacher-centred approaches are still widely popular till now especially in the context of Malaysia where teachers are faced with overcrowded classrooms.

Lefever (2009) stated that some teachers were not inclined to try out more recent teaching methods and insist on using methods that are more traditional such as the use of activity books. This does not allocate much chance for activities that promotes more creativity among children. According to Lefever (2009), when children begin to learn a foreign language, the use of music should be a common activity. Music has countless qualities that will enthrall students and improve their positivity towards learning languages. Songs, role play, games, theme work, and use of the internet are some of the teaching methods that teachers often rate as receiving almost full responses in their classes.

The comprehension and competency of teachers on their aptness to carry out the curriculum in school determines the successful execution of an education curriculum (Rosmah & Mariani. 2014). The Higher Education Leadership Academy (2011) discovered that even though there are superb quality teachers in the Malaysian education system, only half the number of lessons were delivered successfully. Abdul Halim, Nur Ellina & Nur Arifah (2019) states that other than choosing a suitable teaching method, the use and application of the teaching method is crucial in teaching. They state that preschool teachers believe that the knowledge and competency of the teacher in using the teaching method influences the success of teaching and learning.





However, in Malaysia, the teachers and public institutions are not well equipped regarding the implementation of different procedures to achieve the standards assigned by national and international programs. This is attributed to the lack of materials, time, tools, and equipment in the education institutions. Although the alternative methods to teach English as a second language were introduced, traditional methods are still used widely in schools. This includes teaching passively in the form of lecturing which results in the delivery of lessons that does not fully engage and involve students (Hussin, 2014). Activities such as games, songs and striking tasks are needed in order for the students to comprehend the importance of learning the English language and enjoying the process of learning. Gojmerac, (2018) stated that musical intelligence is such an influential tool that when an individual plays an instrument, all the types of intelligence are also progressing. Usage of music to acquire language knowledge exists but in limited quantities. Teaching English as a second language to children in Malaysia requires teachers to not only input the knowledge of language into children but also encourage their active learning and also building interest in the language itself.

In research done by Yuksel (2016), it is found that the participants enjoyed learning English through songs tremendously. Therefore, this research will be carried out to test the effectiveness of musical singing activities in the spelling and sounding development of young learners. Howard Gardner listed nine different kind of intelligence which develops throughout our lives through his Theory of Multiple Intelligence. Verbal-linguistic and logical-mathematical are the two kinds of intelligence which are prized in most schools. The rest of the seven intelligences are music intelligence, bodily-kinesthetics, visual-spatial, interpersonal, intrapersonal, and



naturalistic intelligence. These intelligences are also crucial, but they are not emphasized in schools.

The Rhyme Songs Module developed through this research is aimed to be able to overcome and assist the problems stated above. This research was conducted among first year students. The aim of this research was to see whether usage of nursery rhyme songs in the language classroom promotes the preschool children's development of spelling and sounding. Other than that, this research also will develop a suitable model using rhymes and songs facilitate word recognition development among the children.

The objectives of this research are to:

- i) To analyse the level of spelling and sounding skills among the young children.
- ii) To design the rhymes and songs suitable to teach spelling and sounding skills to the young children.
- iii) To develop a Rhyme Song Module for enhancing the spelling and sounding skills of the young children.
- iv) To implement the developed Rhyme Song Module for enhancing the spelling and sounding skills among the young children.
- v) To evaluate the effectiveness of the Rhyme Song Module in enhancing the spelling and sounding skills among the young children.

1.5 Research Question

The research questions of this research are:

- i) What is the level of spelling and sounding skills among the young children?
- ii) How to design the rhymes and songs suitable to teach spelling and sounding skills to the young children?
- iii) How to develop a Rhyme Song Module for enhancing the spelling and sounding skills of the young children?
- iv) How to implement the developed Rhyme Song Module for enhancing the spelling and sounding skills among the young children?
- v) What is the effectiveness of the Rhyme Song Module in enhancing the spelling and sounding skills among the young children?

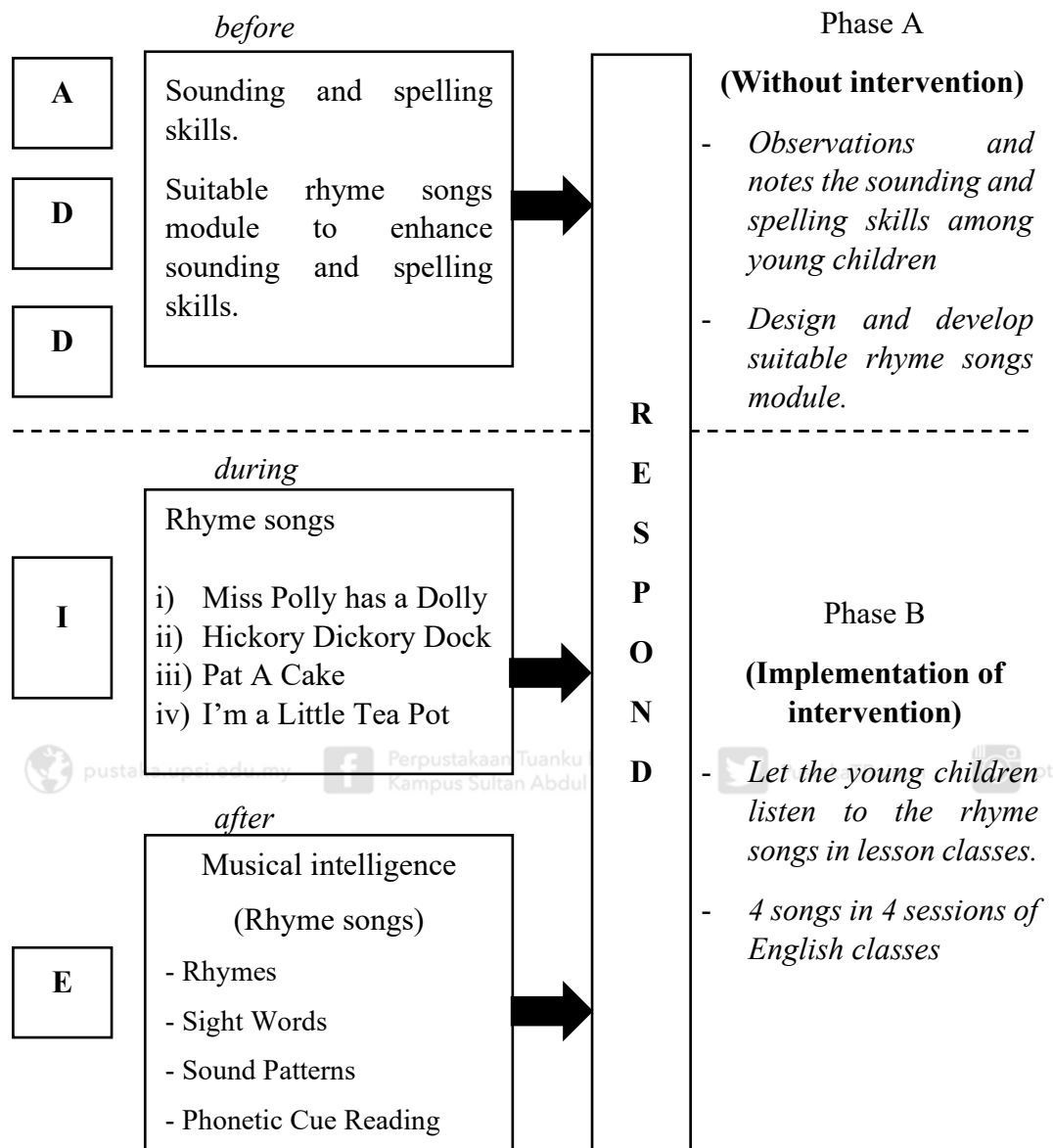
1.6 Research Hypothesis

Based on the last research question on the effectiveness of rhymes and songs in enhancing the sounding and spelling skills among the young children, the research hypothesizes that:

H0: There is no significant relationship between the use of rhymes and songs in enhancing the sounding and spelling skills among the young children.

H1: There is a significant relationship between the use of rhymes and songs in enhancing the sounding and spelling skills among the young children.

1.7 Conceptual Framework



ADDIE Model

Gardner's Theory of Multiple Intelligence
+ Ehri's Four Phase of Reading

Figure 1.1. The Conceptual Framework

1.8 Limitation of Study

There are several limitations regarding the research. The first constraint is time constraint, in which this research has a limited time frame for it to be completed. Since the researcher needs to complete conducting the research within less than one year of time frame, it is impossible for the researcher to conduct multiple experiments, as well as multiple analyses with the collected data. Multiple experiments and analyses can help the researcher to make more reliable new findings.

Besides that, this study only focuses on sounding and spelling skills by listening to the rhyme songs. In fact, rhyme songs can be as an effective teaching method to develop many other skills such as reading, writing, speaking and listening, rhythm, grammar, as well as vocabulary (Shehadeh and Farrah, 2016). Hence, this study could not fully represent the role of rhyme songs in developing and enhancing language skills among the young children in a whole.

In addition to this, the data is limited to the young children in Setiawan, Perak only. Since the experiment was conducted and data were collected from the young children in Setiawan's preschools only, thus it cannot represent the effectiveness of rhyme songs in the sounding and spelling achievement of young children globally.

Also, convenient sampling was used to choose the participants. The participants chosen are all year one students in a primary school there for the sample might not be able to be representative of the actual population. This study also tested English as a

second language therefore the results may not be the same in a different population with a different language.

1.9 Importance of Research

Phonological awareness is of great significance to the journey to literacy competence. Before children can attempt to commit sounds on to paper they need to be able to produce speech sounds. Children with the ability to play around easily with the sounds in words will be able to develop good reading and writing skills. This involves being able to hold the sounds in their minds.

Music is a fluid media of teaching, and it contains a plethora of vocabulary that can easily be suited to the designed and chosen age or level of learning. Songs are also rich with phrases and expressions that will nurture children for the real-life usage of the language. Music can be used to teach grammar and a large number of songs can be modified as grammar exercises (Saricoban & Metin, 2010).

Abdul Halim, Nur Ellina & Nur Arifah (2019) states that preschool teachers need to have knowledge that the choice and use of teaching method is vital to help children understand the lesson's contents better. This knowledge is also needed to meet the learning needs of the children, the need to learn collaboratively, to attract and retain the attention of the children, and to increase the children's achievement. Research by Norsita (2014) also found that stimulating materials are crucial in order to instigate students' creativity.



1.9.1 Teachers

This research on the effectiveness of rhymes and songs in the development of phonics and vocabulary of young learners, aimed to create more awareness among teachers on the importance of incorporating musical elements into the learning of language. Teachers can try to create a more conducive environment in class for their students to learn in. Through this research, it is hoped that teachers will realise the importance of using various method like music to promote active learning and also motivate their students. This research also hoped to create awareness among teachers about the important link between music and language acquisition.

Mascle (2009) stated that the usage of songs and rhymes are able to help the memory and learning adeptness and also assist the learner better their listening and sound discrimination. Gardner (1983) stated that musical intelligence is as crucial as all the other intelligences.

Rubio, Antonio & Conesa (2015) stated that in a classroom, all English teachers should be alert of the advantages in using rhymes and songs as an abiding part of their English lessons. As children love to play and have fun, teachers could use fun activities to teach them. The use of rhymes and songs in the lesson provides that powerful tool.



1.9.2 Students

Gardner (1993) proposed the theory of Multiple Intelligences, which originally considered eight discrete types of intelligence which are the musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic. Therefore, in the teaching of language to children, it is needed to take into account that various methods should be implemented to cater to the various intelligence of children.

This research focused on the musical-rhythmic intelligence of children. Through this research, it is hoped that awareness will be created among teachers to further understand the needs of their students and also provide a more interesting active learning environment for their students.

Research suggested that to ameliorate reading skills for students of all ages, singing and constant, repeated reading of songs has the promise to help achieve the goal. Students were able to gain various skills from the recurrent singing of song's lyrics. Some of the skills gained includes the ability to track words on a page, improvement of vocabulary, phonemic awareness, knowledge of word families and fluency. Through the usage of songs, students developed motivation to read as well (Iwasaki, Rasinski, Yildirim, & Zimmerman, 2013).

Furthermore, findings of Herrera, Lorenzo, Defior, Fernández-Smith & Costa-Giomi's (2011) research suggests that early intercessions using music is the main aspect towards the development of reading. Brown & Brown (2008) stated that it can be very

efficacious learning through the medium of music as it is invigorating to the brain while processing the information.

Research by Ortis (2008), stated that children are able to store much bigger amounts of information in their memories with the usage of songs, rhymes and music. It is important for early brain development to repeat words, ideas, and skills, as it builds a secure foundation for early learning. Using rhymes, rhythm and repetition in songs creates a fun learning environment for toddlers and children. They can even make up their own rhymes. Rhyming lets children learn about sounds and have fun with words.

This research hoped to be able to prove the effectiveness of rhymes and songs in helping the development of word recognition therefore creating awareness on it.

Through this, hopefully students will benefit greatly through the usage of songs in learning.

1.10 Operational Definition

Children are defined as young learners aged four to eight years old in this context of study. The participants of this research were students aged seven years old who are studying in a government funded school, Sekolah Kebangsaan Lekir, located in a rural area at Perak, Malaysia.

Cross and Morley (2008) stated two definitions of music which stated that music is the art of bringing together sounds of voices or instruments so as to achieve beauty



of form and expression of emotion. The second definition is that music is the art or science of arranging sounds in the form of notes and rhythms to produce an end product of wanted pattern or effect.

Linnea Ehri, a Professor of Educational Psychology at the Graduate Center, City University of New York came out with a four-phase model on the process of students learning to read words (Ehri, 1999). The four phases in the model are pre-alphabetic phase, Partial-alphabetic phase, Full-alphabetic phase and Consolidated-alphabetic phase. The Rhyme Song Module is connected to the phases of Ehri's model of learning to read where knowledge of sounding whole words from rhymes and songs are developed into decoding the letters.



A rhyme is the repeating of words at the end of lines in poems or songs with

same sounds. Rhymes makes us of recurrence patterns that incorporates rhythm or musicality to poems. Meanwhile songs are short poems or other set of words set to music and are meant to be sung. The major difference between a rhyme and song is that a song is set to music while a poem is not set to music.

A traditional poem or song for children is what we usually know as a nursery rhyme. It originated from Britain and various other countries. The term nursery rhyme was only used from the late 18th or early 19th century. The Rhyme Song Module uses nursery rhymes which are sung to help develop children's phonic and decoding skills.

In the context of current study, sounding and spelling achievement are relate with the impact of learning English with rhyme songs. Sounding and spelling can be





said as the pronunciation skill. According to Alefeshat (2019), pronunciation refers to the set of habits to produce sounds. The habit can be acquired by repeating the sound multiple times, as well as being corrected when it is pronounced incorrectly. In addition, since the context of the study is the achievement of sounding and spelling of English language, which is the second language on the young children, the skills of sounding and spelling means building up new habits of pronunciation, as well as overcoming the bias of first language.

Meanwhile, the phonetic acts as the sound language. It is the study of speech sounds, which is the focus of this study. Phonics is a technique of sounding and spelling in English language through the development of students' phonemic awareness. Phonemic awareness is described as the capability to hear, recognize, as well as exploit the use of phonemes. Decoding on the other hand refers to the skill which helps to accurately pronounce written words by applying the comprehension of letter-sound relationships as well as the knowledge of letter patterns. Comprehension of these relationships helps children to distinguish between familiar words rapidly and to figure out words that they are not acquainted with. Clear and straightforward instructions in the area will greatly benefit children although sometimes children may be able to work out some of these relationships by themselves. In this context of study, rhyme songs will help the children to enhance their sounding and spelling skills by creating phonemic awareness and decoding the letter-sound relationships.



1.11 Summary

Chapter 1 is an introductory chapter where the researcher discusses in general the topic to be studied in this master's project, namely the development and effectiveness of rhyme song module in the sounding and spelling achievement of seven years old children to give a better understanding of the issue to be studied. The researcher has discussed the background of the study and the problems that have been highlighted as the focus of the study. Based on these problems, the objectives and questions of the study were constructed. The researcher also discussed the significance of the study, the scope and limitations of the study. Hypotheses and conceptual framework of the study were also discussed in this chapter. In the final part of the chapter, the definitions of the main terms of the study were also discussed.